The Commonwealth of Massachusetts

State Teachers College

at

Salem, Massachusetts

1956-1958

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Salem State College
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THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION

STATE TEACHERS COLLEGE
at
SALEM

Founded in 1854

Accredited by: American Association of Colleges for Teacher Education

Member of: New England Association of Colleges and Secondary Schools

Member of: New England Teacher-Preparation Association
Eastern States Association of Professional Schools for Teachers

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TRAINING SCHOOL FACULTY

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Doris A. Cambridge, B.S.Ed.	Supervisor, Grade Four
Mary V. Hourihan, B.S.Ed., M.Ed.	Supervisor, Grade Five
Minerva M. Hudgins, B.S.Ed., M.Ed.	Supervisor, Grade Six
Agnes E. McCourt, B.S.Ed., M.Ed.	Supervisor, Grade One
Viola I. Munyan, B.S.Ed., M.S.	Home Economics
William A. Rich, B.S.Ed., M.A.	Supervisor, Grade Eight
Esther L. Small, State Normal School, Salem	Supervisor, Grade Seven
Ruth L. Southwick, B.S.Ed., M.Ed.	Supervisor, Grade Three
Dorothy B. Stanley, B.S.Ed., M.Ed.	Supervisor, Grade Two

HISTORY

In 1854 Horace Mann selected Richard Edwards to initiate a school in Salem for the preparation of teachers. Dr. Edwards gave three years of excellent leadership here before going back to his native mid-west to head the Illinois State Normal University. Dr. Edwards came from Bridgewater Normal School where he had worked with Horace Mann who was then in his most active days of beginning teacher education in America. To succeed Dr. Edwards in 1857 came Alpheus Crosby, a professor of Greek at Dartmouth. Dr. Crosby planted deeply in the tradition of Salem the importance of scholarship, and he is particularly remembered for his courage and strength of conviction during the Civil War. In 1865 he retired from the work of preparing teachers to become the director of a newspaper, *The Right of Way.*

Dr. Daniel B. Hagar came to Salem in 1865 and served for thirty-one years. Under Dr. Hagar came the development of many methods, practice teaching for the Normal School student, and the use of the facilities of the Essex Institute and Peabody Academy of Science in the teacher-training program. As editor of *The Massachusetts Teacher* he placed Salem in a position of leadership in the profession and his personal influence still lives in the hearts of his pupils, now retired teachers among the Salem alumni. Dr. Walter Beckwith succeeded Dr. Hagar, coming in 1896 and serving until 1905. It was during his administration that the Normal School moved from Broad Street to its present site. Dr. Beckwith kept pace with advances in teacher training.

In 1906 Dr. J. Asbury Pitman began his career of service to the cause of teacher education at Salem. The length of his service was thirty-one years, equalling Dr. Hagar in tenure of office. Many significant advances took place under his direct and forceful leadership, among them the change from a Normal School to a Teachers College, the establishment of the department of Business Education, the inauguration of the Junior High School department, and the employment of a training school principal. Dr. Pitman's dynamic influence was felt by all who came under his direction.

Dr. Edward A. Sullivan came to the College in 1937. Under Dr. Sullivan came expansion and accreditation by national and regional associations. His warm personality and wisdom contributed immeasurably to the state of growth in which the college began its second century.

The seventh president is Dr. Frederick A. Meier who began his administration in April of 1954, coming to Salem from Bridgewater Teachers College where he was a professor of science and dean of men.

During 1954-56 through the efforts of the Department of Education and the Massachusetts Legislature, positive steps have been taken to meet the demand for teachers and the resulting increase in enrollment at Salem Teachers College. Funds have been appropriated and construction is about to start on a new building to house the library, auditorium, gymnasium and administration section.

Salem has initiated a part-time graduate program leading to the Master of Education degree. More than 400 students have already taken advantage of courses offered in the program. During this period of need for teachers, the curriculum has been revised and strengthened and the faculty has been increased by more than 15 percent. Salem will continue to lead in seeking out young people who have the ability and the desire to teach in the elementary schools, in the junior high, and in business education.

THE SALEM PURPOSE

Subscribed to by the president and
faculty of the State Teachers College at Salem

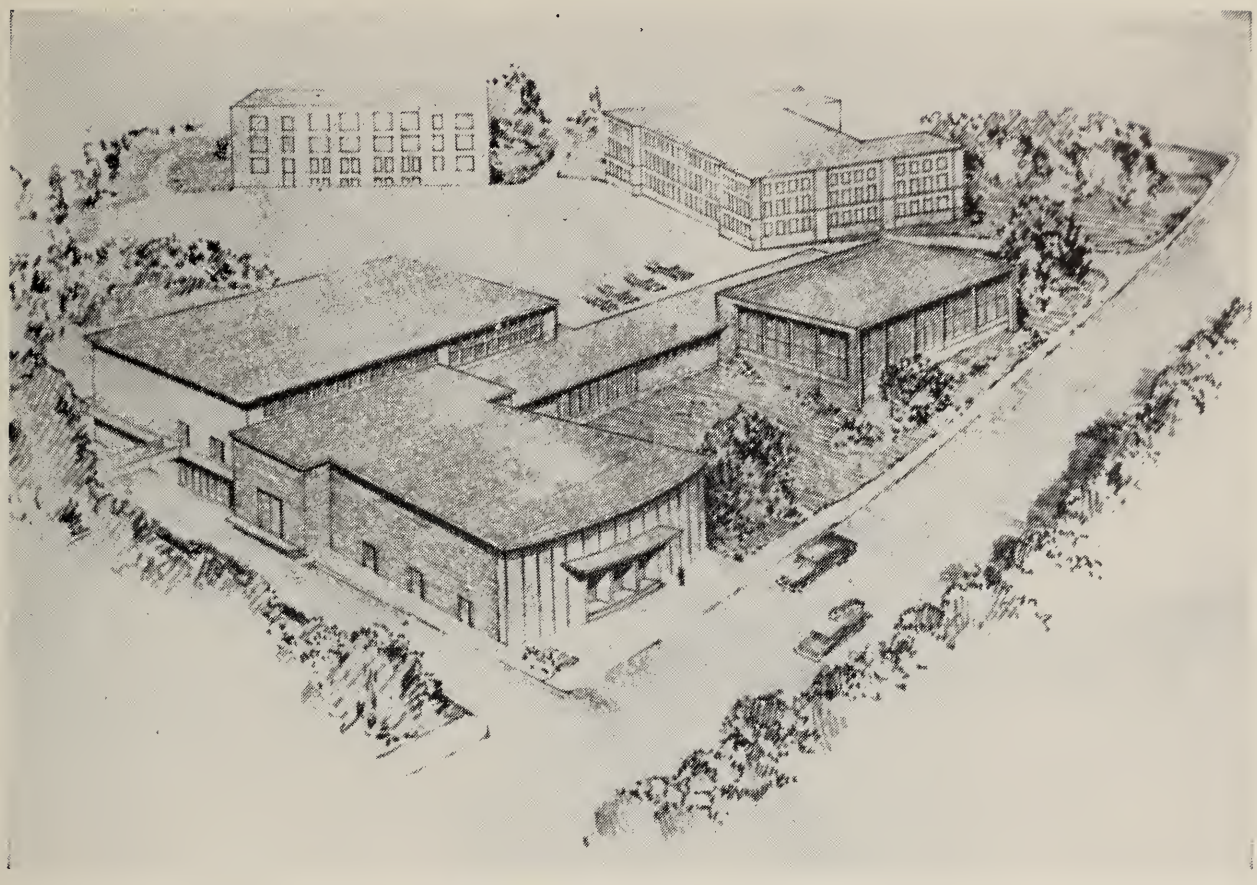
Education is the organized development of all the powers of a human being — spiritual, intellectual, emotional, social, and physical. This development should be brought about by providing experiences which foster such knowledges, appreciations, and habits as will yield a character equal to the demands of existence in a democratic society.

Presupposing competent administration, the quality of a school depends essentially upon the quality of its faculty. Curricula, methods, and procedures are important, but these ultimately reflect the preparation, character, and personality of the classroom staff. Therefore, school authorities should strive by all possible means to secure as teachers men and women who are both broadly trained and adequately equipped in their fields, who possess the intellectual and moral prerequisites for their positions, who have a sympathetic understanding of and respect for young people, and who are sincerely devoted to the best interests of their own students. Such teachers always produce good schools. Good schools are axiomatically an invaluable instrument in civilized living.

The State Teachers College at Salem, Massachusetts, is a tax-supported institution, accredited in the field of teacher preparation, and offering cultural and professional training of high quality. Our primary duty is to furnish teachers for service in the Commonwealth. We make every effort to discover, conserve, and develop the potentially superior student, and to bring to fruition his abilities for constructive accomplishment in public education. These ends are achieved through classroom instruction, individual and group guidance, and such extracurricular activities as the cooperative association, dramatics, forensics, journalism, club work, and other social and leisure-time projects. The college is selective in that only the worthy may be graduated.

Since we function under the auspices of the State, our institution has an unusual opportunity to disseminate the advantages of higher learning. It recognizes no parochial limitations, but seeks rather to extend its area of service as widely as possible. It encourages participation by faculty and students in programs of educational and social betterment sponsored by other progress-minded groups. It provides in-service and reorientation training through the medium of extension courses, because it recognizes a responsibility to teachers who feel the need of further supervised study or who realize that refresher work is imperative if they are to interpret modern life intelligently and exercise a salutary influence on the thinking and ideals of American youth.

SALEM TEACHERS COLLEGE
of the Future



Proposed Construction

In accordance with the Department of Education expansion program, the State Legislature has appropriated $1,150,000 for the construction of a building consisting of a gymnasium, auditorium, library and office wing. In connection with this project, $92,000 has been allotted for renovating the present building. Classroom and office space will be made available from the present auditorium, library and office. It is hoped that this construction will be available for use as of September 1957.

STUDENT ACTIVITIES

General Statement — A varied program of activities is carried on at the college with a fourfold purpose: recreation, social enjoyment, cultural opportunities, and training in leadership. There are so many clubs and groups that every student should be able to find one from which he may derive pleasure and profit. Besides, he will find his experience valuable when he assumes responsibility as a teacher in the activities program of his school.

Arts and Crafts Club
Association for Childhood Education
Book Club
John Burroughs Club

Business Education Council
Camera and Audio-Visual Council
Circle K. Club
College Bookstore
College Choir
Cooperative Council
Deans' Aides
Dramatic Club
Earth Science Club
Future Teachers of America
Glee Club
International Relations Club
Kappa Delta Phi
The Log
Men's Athletic Association
Pi Omega Pi
Pitman Debating Society
Publications:
    The Log
    The Clipper
Religious Clubs:
    Godoles
    Newman Club
    Orthodox Club
    Salem Christian Association
Tri Mu
Women's Athletic Association

Scholarships

Through the generosity of graduates and friends of the college, several scholarships have been established. These are awarded to students on a basis of need. Applications should be made to the president after the opening of the college year. Scholarships are available from the following funds:

Arlington-Cambridge S.T.C. Club
Susan Marvin Barker Scholarship Fund
Walter Parker Beckwith Scholarship Fund
Ella Franklin Carr Memorial Fund
Alpheus Crosby Memorial Fund
Ellen Maria Dodge Scholarship Fund
Richard Edwards Memorial Association Fund
Essex County Teachers Scholarship Fund
Daniel Barnard Hager Memorial Fund
Harriet Laura Martin Memorial Fund
    (for graduate study only)
Amanda Parsons Scholarship Fund
Pitman Scholarship Loan Fund
Louise O. Twombly Scholarship Fund

REQUIREMENTS FOR ADMISSION

I. Submission of "Application for Admission" and "High School Record."

Every candidate for admission to a State Teachers College or the Massachusetts School of Art is required to submit to the College of his choice:

1. A completed form entitled "Application for Admission to a State Teachers College."

2. Through the high school principal, his high school record on a form entitled "High School Record" which includes "Ratings of Personal Characteristics."

These forms may be obtained from the high school or college and should be filed early in the senior year, particularly in the cases of certified or upper quarter students.

II. Time of Admission.

1. Certified applicants, Plan I below, and upper quarter applicants, Plan II below, may file an application and may be admitted provisionally on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half of the senior year which meets the requirements of Plan I or Plan II.

Plan I and Plan II candidates whose applications are received on or after the date of administration of any examination may be admitted immediately if there is no waiting list (see V). If there is a waiting list, the procedure outlined in V applies.

2. Applicants not certified nor in the upper quarter may submit applications on or after October 1 of the senior year, but must await the results of examinations before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examinations.

III. General Qualifications.

Every candidate for admission as a regular student must meet the following requirements:

1. **Health.**

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. **High School Graduation.**

The candidate must be a graduate of a standard four-year high school or have equivalent preparation.

3. **Completion of Fifteen Units of High School Work.**

The "High School Record" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. **Personal Characteristics.**

The "Rating of Personal Characteristics" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

IV. Methods of Admission.

A. Plan I. Admission by Certificate.

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list below and five others from the list given under 2 below. The number of units offered for certification is subject to the restriction of 2 below. The additional three units of the 15 required units may consist of any work which the high school accepts in partial fulfillment of its graduation requirements. Personal interviews are required.

1. **Prescribed (7 Units).**

English	3 units
American History and Civics	1 unit
Algebra	1 unit*
Geometry	1 unit*
Science	1 unit

2. **Distribution of Units for Certified Applicants.**

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units

(no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Business Subjects, 2 units**; Fine and Practical Arts, 2 units**; and Home Economics, 2 units**.

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

B. **Plan II. Admission by Upper Quarter Standing.**

Students in the upper quarter of the high school or college preparatory class are eligible for admission without examination, provided that they have completed fifteen units, and have received passing grades in the seven units listed as "Prescribed." Personal interviews are required.

C. **Plan III. Admission by Examination.**

Students who are not eligible for admission by certificate or by reason of upper quarter standing, as described in the foregoing, but who possess a high school diploma or its equivalent, and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Personal interviews are required. If the result of the personal interview is favorable, the standing of the applicant will be determined by the scholastic and personality records and examination scores.

*Only one unit of mathematics is required for certification or admission to the Business Education course at the State Teachers College at Salem.

**In these fields one additional unit beyond the maximum may be granted as follows: In Business Education, Home Economics, Industrial Arts, Art, and Music to candidates applying respectively for admission to the Business Education course at Salem, the Home Economics course at Framingham, the Industrial Arts courses at Boston and Fitchburg, all courses in the Massachusetts School of Art, and the Music course at Lowell.

V. Waiting Lists.

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, the scholastic records and the rating of personal characteristics of all applicants, excepting those who have already been provisionally or finally admitted, (See II), will be evaluated in accordance with the method stated below:

(a) Scholarship will be allowed a maximum of 75 points for 15 units of work.

(b) Personality will be allowed a maximum of 25 points.

As a basis for computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis for computing the personality record which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

Certified candidates and upper-quarter candidates will be admitted first and in that order, as determined by their total scholastic and personality rating scores.

Candidates for admission by examination will then be admitted in order of their standing as determined by their total scholastic and personality rating and examination scores.

Waiting lists will remain in force until after the succeeding examination when new waiting lists will be established. Vacancies occurring between examinations will be filled from the established list.

VI. Place and Time of Examinations.

Regular examinations are given in any of the State Teachers Colleges, including the Massachusetts School of Art, in January, April and September. Candidates are reminded, however, that in a number of the Teachers Colleges the full complement of students may be admitted as a result of the January examinations and that the number admitted later may be limited to replacements for withdrawals. Students who wish to take examinations at a Teachers College other than the one for which they are applying should notify in advance the president of the college to which they are applying.

SCHEDULE OF SCHOLASTIC APTITUDE TESTS

(All Day—Beginning at Nine A.M.)

January 25, 1957	March 22, 1957	June 4, and September 5, 1957
January 24, 1958	March 21, 1958	June 3, and September 4, 1958

VII. Admission as Advanced Students.

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

COLLEGE YEAR BEGINS

September 10, 1956	September 16, 1957	September 15, 1958

LENGTH OF COURSES AND DEGREES

All undergraduate curricula offered are four years in length and lead to the Bachelor's degree. The degree of Bachelor of Science in Education is awarded for the four-year program in all of the State Teachers Colleges and for the teacher-education program at the Massachusetts School of Art.

The degree of Master of Education is awarded at the State Teachers Colleges at Boston, Bridgewater (including the Hyannis Summer Session), Fitchburg, North Adams, Salem, and Worcester. The State Teachers College at Boston offers full-time and part-time graduate programs; the others offer part-time programs. Graduate courses in partial fulfillment of the requirements for this degree may be offered from time to time in the other State Teachers Colleges and the Massachusetts School of Art.

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values A - 4 to 5, B - 3 to 3.9, C - 2 to 2.9, D -1 to 1.9, E- 0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80% of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or when possible, during the regular college year. Continuing subjects, in which "E" grades have been received, must be successfully repeated before the student may take advanced work.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course . . . . . passed at . . . . . with a grade of . . . . . ."

NAME COLLEGE

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget.

I. **Fees for Residents of Massachusetts.**

1. $100.00 a year payable in two installments at the beginning of each semester.

2. $3.50 a semester hour—Course for part-time day students.
3. $10.00 a semester hour—Extension and Summer courses

II. **Fees for Non-Residents of Massachusetts.**

1. $400.00 a year payable in two installments at the beginning of each semester.
2. $15.00 a semester hour—Extension and Summer courses.

III. **Registration Fee.**

Each applicant for admission to a Massachusetts State Teachers College or the Massachusetts School of Art must pay a registration fee of $10.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee. This regulation became effective for students entering on or after September 1, 1955.

IV. **Textbooks and Supplies**

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of $50.00 a year.

V. **Other Expenses.**

1. Club dues—$1.
2. Girls' gym outfit—$22. (approximate figure)
3. Men's gym outfit—$8. (approximate figure)
4. Class dues and social functions—$10.
5. Cost of travel depends upon location and mode of travel.
6. Board and room for non-commuting students $18.00 a week.
7. Cooperative dues—$13.

Each student has a chance to participate in some cooperative school service, for every student automatically becomes a member of the Cooperative Association when he pays his cooperative dues of $13.00. The cooperative dues are traditionally paid by every student in the college and should be paid on the day when the first semester fee is due. The money collected is used to promote activities which will be of benefit to the college at large.

As a member of the Cooperative Association each student has an opportunity to be a member of the Cooperative Council, to serve on various committees, to write for The Log, and to represent his college at various conventions.

All payments must be made in advance, without the presentation of bills.

These regulations and charges are subject to change by the Board of Education.

COLLEGE PROGRAM OF INSTRUCTION

The instructional program of the college is conducted by 13 departments: Art, Business Education, Earth Science, Education, English, French, Handwriting, Health and Physical Education, Mathematics, Music, Science, Social Science and Speech.

While there is no foreign language requirement for graduation from the Teachers College, students are encouraged to elect French as a means of broadening their cultural interests.

Elementary Education

No field of teaching demands better professional preparation or more actual practice than the elementary school. The program requires the student to earn 128 semester hours of general education, professional education, and practice teaching. The practice teaching in the junior year is carried out in the college-operated Horace Mann Training School. Here the student carries on a complete teaching program under expert supervision.

Junior High School Education

The junior high program presents three areas of concentration: English, General Science-Mathematics, and Social Studies. Each area affords 30 semester hours in the major field of concentration. This program is adaptable to the present needs of the junior high school. In the field of Science alone authorities see a nation-wide need of 25,000 secondary school science teachers in the 1957 - 1958 school year.

Business Education

The Business Education program at Salem aims to prepare business teachers to understand the purposes and meet the needs of present-day business education in our secondary schools.

The modern view of education is to regard it as the adjustment of the individual to his environment. Consequently, we must regard business education as the adjustment of the individual to his business environment. The Business Education program deals with the student as an individual and as a member of the community.

It is the intent of these three curricula to give the student a general education founded on moral and spiritual values and a professional training in the field of his choice.

FOUR-YEAR CURRICULUM FOR ELEMENTARY EDUCATION

First Year

Number	Title	Credit
Art 101	Introduction to Art	2
Education 102	General Psychology	3
English 101	Literary Types and Composition	6
Handwriting 101	Fundamentals of Handwriting	1
History 101	World History	6
Mathematics 104	Introduction to Mathematics	4
Music 101	Music Experiences	2
Physical Education 101	Physiology and Activities	1
Science 101	Biological Science	6
Speech 101	Fundamentals of Speech	1

Second Year

Number	Title	Credit
Art 201	Survey of Art	2
Education 203	Educational Psychology, Child Growth and Development	3
Education 204	General Teaching Methods	3
English 201	Survey of English and American Literature	6
Geography 201	Principles of Geography	6
History 201	United States History	3
History 202	United States Constitutional Government	3
Physical Education 201	Activities and Athletics in Education	1
Science 201	Physical Science	4
Science 202	Nature Study	2
Speech 202	Parliamentary Law	1

Third Year

Art 332	Elementary School Art	2
Education 302	Supervised Student Teaching in the Training School	6
Education 334	Elementary School Curriculum Materials and Audio-Visual Aids	11
Geography 309	Geography of North America	3
Music 330	Elementary School Music	2
Physical Education 321	Health Education	1
Physical Education 329	Theory of Physical Education Activities	1
Speech 302	Speech Construction and Delivery	1

Fourth Year

Art 462	Elementary School Handwork	1
Economics 401	Principles and Problems of Economics	3
Education 401	History and Philosophy of Education	2
Education 402	Supervised Student Teaching in Public Schools	6
Education 451	Principles of Guidance	2
Education 458	Home Economics	1
Education 459	Tests and Measurements	2
English 404	Children's Literature	2
Physical Education 456	Procedures in Physical Education Activities	1
Sociology 401	Principles and Problems of Sociology	3
Speech 401	Dramatics, Debating, and Platform Oratory	1

Electives

(Five semester hours)

English 304	Contemporary Literature	5
English 305	Creative Writing	5
Geography 310	Geography of Europe	3
Geography 311	Geography of Asia	2
History 302	Problems in American History	5
Mathematics 305	Social-economic Mathematics	2
Science 305	Problems and Experiments in Physical Science	3
French 301	Written and Oral Expression	5

Electives

(Six semester hours)

Art 401	Art Appreciation and Crafts	3
Music 401	Human Values in Music	3
Education 464	Education for Citizenship	3
History 401	International Affairs	3
English 405	World Classics	6
Geography 405	Geography of Southern Continents	3
Geography 406	Economic Geography	3
Science 401	Economic Biology	3
Science 403	Advanced Physical Science	3
French 401	Contemporary French Theater and Novel	6

FOUR-YEAR CURRICULUM FOR JUNIOR HIGH EDUCATION

First Year

Number	Title	Credit
Art 101	Introduction to Art	2
Education 102	General Psychology	3
English 101	Literary Types and Composition	6
Handwriting 101	Fundamentals of Handwriting	1
Mathematics 104	Introduction to Mathematics	3*
Music 101	Music Experiences	2
Physical Education 101	Physiology and Activities	1
Science 101	Biological Science	6
Speech 101	Fundamentals of Speech	1

*6 semester hours required for General Science-Mathematics Majors

English Major Elective

English 102	Composition and Journalism	6

General Science-Mathematics and Social Studies Major Elective

Earth Science 102	Climatology and Meteorology	6

Second Year

Number	Title	Credit
Education 204	General Teaching Methods	3
Education 206	Educational Psychology—the Adolescent	3
English 201	Survey of English and American Literature	6*
Geography 202	World Geography	4
History 203	World History	6
Physical Education 201	Activities and Athletics in Education	1
Science 201	Physical Science	4**
Speech 202	Parliamentary Law	1

*Not required for English majors

**Not required for General Science-Mathematics Majors

English Major Electives

English 202	World Classics	6
English 203	A Survey of English Literature	6

General Science-Mathematics Major Elective

Mathematics 205	College Algebra	6

Social Studies Major Electives

History 204	History of Near East	3
History 205	History of Far East	3

Third Year

Education 335	Tests and Measurements	2
Education 336	Improvement of Reading	3
Education 337	Junior High Curriculum Materials	6
Education 340	Observation and Supervised Student Teaching in Training School	2
History 303	United States History	3
History 304	United States Constitutional Government	3
Speech 302	Speech Construction and Delivery	1

English Major Electives

English 306	A Survey of American Literature	6
History 301	International Affairs	3
History 302	Problems in American History	3

General Science-Mathematics Major Electives

Mathematics 304	Trigonometry and Analytic Geometry	4
Science 306	General Chemistry	6
Science 307	Astronomy	2

Social Studies Major Electives

Geography 309	Geography of North America	3
Geography 312	Geography of Latin America	3
History 301	International Affairs	3
History 302	Problems in American History	3

Fourth Year

Education 401	History and Philosophy of Education	2
Education 402	Supervised Student Teaching in Public Schools	6
Education 445	Audio-Visual Education	2
Education 451	Principles of Guidance	2
English 403	Junior High School Literature	2
Sociology 401	Principles and Problems of Sociology	3

English Major Electives

English 401	Shakespeare	4
English 402	Contemporary Literature	6
English 406	History of English Language	2

General Science-Mathematics Major Electives

Mathematics 403	Calculus	4
Science 404	General Physics	6
Science 405	Genetics	3

Social Studies Major Electives

Economics 401	Principles and Problems of Economics	3
Education 464	Education for Citizenship	3
Geography 406	Economic Geography	3
Geography 407	Geography of Eurasia	3

FOUR-YEAR CURRICULUM FOR BUSINESS EDUCATION

First Year

Number	Title	Credit
Accounting 101	Introductory Course	6
Business 101	Business Mathematics	2
Education 102	General Psychology	3
English 101	Literary Types and Composition	6
Handwriting 101	Fundamentals of Handwriting	1
History 101	World History	4
Physical Education 101	Physiology and Activities	1
Science 102	Physical Science	4
Speech 101	Fundamentals of Speech	1
Typewriting 101	Foundation Course for Beginners	4

Second Year

Number	Title	Credit
Accounting 201	Intermediate and Advanced Course	6
Business 201	Business Organization	2
Education 205	Principles of Logic	3
English 201	Survey of English and American Literature	6
History 201	United States History	2
History 202	United States Constitutional Government	2
Office Practice 201	Office Practice	3
Physical Education 201	Activities and Athletics in Education	1
Shorthand 202	Gregg Shorthand Principles	4
Speech 202	Parliamentary Law	1
Typewriting 201	Typewriting Projects	3

Third Year

Business 301	Business Law	6
Education 301	Educational Psychology	2
Education 339	Principles of Business Education	2
Geography 306	Elements of Geography	3
Geography 307	Fundamentals of Economic Geography	3
Handwriting 305	Blackboard Writing and Handwriting Methods	1
Physical Education 308	Physical Education	1
Shorthand 302	Principles, Dictation and Transcription	6
Sociology 301	Principles and Problems of Sociology	3
Speech 302	Speech Construction and Delivery	1

Fourth Year

Economics 401	Principles and Problems of Economics	3
Education 401	History and Philosophy of Education	2
Education 402B	Supervised Student Teaching in Public Schools	6
Education 425	Methods of Teaching Bookkeeping	2
Education 446	Professional Ethics	1
Education 459	Tests and Measurements	2
Education 461	Secondary Education Principles and Trends	2
English 402	Contemporary Literature	3
Handwriting 427	Advanced Course in Lettering and Engrossing	1
Physical Education 456	Procedures in Physical Education and Activities	1
Shorthand 401	Secretarial Technique	3
Speech 401	Dramatics, Debating and Platform Oratory	1

Electives	(Four semester hours)	
Business 305	Consumer Education	2
Business 306	Distributive Education	2
Business 307	General Business Training	2
Education 324	Guidance in Business Education	2

Electives	(Four semester hours)	
Accounting 401	A Course of Problems	2
Accounting 402	Auditing	2
Education 426	Teaching Geography in High School	2
Education 445	Audio-Visual Education	2
Education 428	Methods of Teaching Shorthand	2
Education 429	Methods of Teaching Typewriting	2

DESCRIPTION OF COURSES

The courses offered are listed in alphabetical order according to departments. The numbering of these courses accords with the following plan:

Freshmen	101 up
Sophomores	201 up
Juniors	301 up
Seniors	401 up

First Picture of Kiln, 1956

DEPARTMENT OF ART

Stephen Panosian, Chairman
Anthony Winfisky

Art. 101. Introduction to Art.

This course deals with the essentials of visual art such as line, form, color, design, space and texture. Experimentation with materials and approaches is encouraged. An understanding of visual arts is developed through illustrated lectures and comparisons with other forms of expression such as music and literature.

3 periods weekly for one semester.
2 semester hours credit.

Art 201. Survey of Art.

This course presents an analysis of the major forms of art, architecture, sculpture, and painting. There is a study of the development of the types of expression in relation to the cultures of the past and present.

2 periods weekly for two semesters.
2 semester hours credit.

Art 332. Elementary School Art

This course develops an understanding of the place of art in the elementary curriculum. Materials and media suitable for this level are explored with emphasis on creative experiences in line, form, color, and texture.

2 periods weekly for one semester.
2 semester hours credit.

Art 401. Art Appreciation and Crafts

A study is made of art forms which are encountered in everyday life. The fine arts, applied and industrial arts, the plastic and graphic arts are studied. Design as applied to wood, glass, stone, and ceramics is analyzed. Field trips are taken to the museums in Salem to afford the student an appreciation of the art forms in New England history.

3 periods weekly for one semester.
3 semester hours credit.

Art 462. Elementary School Handwork

This course is designed to teach the place of handwork in our elementary school curriculum. Emphasis is given to the use of tools, a knowledge of materials and their manipulation, and methods of employing these materials to enrich elementary school teaching.

2 periods weekly for one semester.
1 semester hour credit.

DEPARTMENT OF BUSINESS EDUCATION

Bruce F. Jeffery, Chairman
Roger Hardy
Marion S. Marshall
Richard H. Rockett
Janet Smith
Joseph A. Sullivan
Beatrice Witham

Accounting 101. Introductory Course

This course deals with the fundamentals of bookkeeping, including the preparation of balance sheets, income statements, journals, ledger accounts, and other features of the bookkeeping cycle. The cycle is elaborated to include special journals and columns. Student discussion and problem solving are the primary methods used in this course although a few "sets" of complete problems are also included.

3 periods weekly for two semesters.
6 semester hours credit.

Accounting 201. Intermediate and Advanced Course

This course deals with a continued study of the principles of accounting. Control accounts, partnerships, the voucher system, corporations and manufacturing accounts are included.

3 periods weekly for two semesters.
6 semester hours credit.

Accounting 401. A Course of Problems

This course consists of advanced problems based upon various business organizations. Progress depends upon the power of the class. An introduction to cost accounting, including job order and the process system, is part of the course. The course is for the specialist. It is suggested that candidates for this elective have at least average grades in earlier accounting courses.

2 periods for one semester.
2 semester hours credit.

Accounting 402. Auditing

This course aims to acquaint the student with the nature of auditing, auditing procedures, and the kinds of audits. In addition to the theory, there are practical auditing problems presented. The purpose of the course is not only to learn new techniques of accounting but also to tax the student's resourcefulness in applying his present knowledge to actual auditing situations.

4 periods weekly for one-half semester.
2 semester hours credit.

Business 101. Business Mathematics

This course includes a review of fundamental operations, common fractions and billing, decimal fractions and percentage, interest and bank discount. Other topics included are: mathematics of insurance, trade and cash discount, reconciliation of bank statements, handling of checkbook, profit and loss, distribution of overhead, and individual income taxes. Some time is devoted to table work for use in compound interest and present value problems.

2 periods weekly for one semester.
2 semester hours credit.

Business 201. Business Organization

This course aims to give the student an understanding of the component parts of the economic structure in general and of business enterprise in particular. The relationships among the functions of business, such as buying and banking, production and distribution, and of various business processes by which these functions serve consumers, constitute the subject matter of the course. Both large-scale and small-scale business operations are considered.

2 periods weekly for one semester.
2 semester hours credit.

Business 301. Business Law

This course deals with the unit subjects of contracts, agency, sales, negotiable instruments, partnerships, and business corporations. It also includes incidental treatment of the history and development of our present-day law and judicial procedures.

3 periods weekly for two semesters.
6 semester hours credit.

Business 305. Consumer Education

This course aims to give the student practical information and training as a basis for more intelligent living. It strives to establish a sense of values by teaching wise money management, discrimination in buying, and the efficient consumer use of business services.

2 periods weekly for one semester.
2 semester hours credit.

Business 306. Distributive Education

This course undertakes an analysis of the fundamentals of retail selling from the point of view of the merchant and salesperson. A study is made of distributive education courses as they operate in the modern secondary school. Store and school visits and individual student selling experience provide bases for class application of principles.

2 periods weekly for one semester.
2 semester hours credit.

Business 307. General Business Training

This course integrates appropriate elements from several business subjects. Business knowledge, ideals, and attitudes that will help everybody participate in the modern business world result from the study of such topics as money, banking, insurance, thrift, transportation, investments, and communication.

2 periods weekly for one semester.
2 semester hours credit.

Office Practice 201.

This course aims to teach the fundamental principles of such office machines as duplicators, calculators, adding-listing machines, and dictating and transcribing machines. Part of the time is devoted to the study and practice of various methods of filing. The problems of the small high school relative to limited equipment are considered.

4 periods weekly for one semester.
3 semester hours credit.

Shorthand 202. Gregg Shorthand Principles

This course for the beginning shorthand student is based on the principles of Gregg Shorthand Simplified. Emphasis is placed upon the automatization of brief forms and a thorough mastery of shorthand theory as essentials to the development of reading and writing skills.

4 periods weekly for one semester.
4 semester hours credit.

Shorthand 302. Principles, Dictation, and Transcription

This course reviews all of the principles of Gregg Shorthand, and stress is put on developing a wide shorthand vocabulary. Dictation of business letters is emphasized with the objective of developing a minimum speed of 80 words a minute on ordinary business dictation. Transcription is included in the second semester.

3 periods weekly for first semester.
4 periods weekly for second semester.
6 semester hours credit.

Shorthand 401. Secretarial Techniques

This course aims to build speed in taking dictation. Vocabulary building is stressed. A minimum dictation speed of 100 words a minute is the goal toward which the course is directed. Transcription is continued one period a week throughout the course.

4 periods weekly for one semester.
3 semester hours credit.

Typewriting 101. Foundation Course for Beginners.

This course emphasizes correct typewriting techniques as a foundation for accuracy and skill. Practice is given in arranging business letters, addressing envelopes, using carbon paper, copying from simple rough drafts, making simple tabulations, and other exercises involving the typewriting of practical business materials. Accuracy and speed tests are given weekly.

4 periods weekly for two semesters.
4 semester hours credit.

Typewriting 201. Typewriting Projects

This course provides experience on all makes of typewriters. Advanced typewriting problems involving difficult tabulations, preparation of manuscripts, legal forms, stencil cutting, master copies, and other exercises requiring the use of vocational typewriting skill are presented. Production-type tests are given frequently.

3 periods weekly for two semesters.
3 semester hours credit.

DEPARTMENT OF EARTH SCIENCE

James P. Jones, Chairman
Mildred Berman
Paul V. Salley
Adele L. Younis

Earth Science 102. Climatology and Meteorology

This is a basic course for those interested in geography and science. A study is made of the phenomena in the natural world in which we live, rocks and minerals, volcanoes, earthquakes, mountain-building, streams, ground water, waves and ocean currents, glaciers, wind action, weather and climate. Throughout the course emphasis is directed to the location and interpretation of these phenomena on maps, pictures and diagrams.

3 periods weekly for two semesters.
6 semester hours credit.

Geography 201. Principles of Geography.

This course is basic for advanced regional and systematic geography studies. It explains the influence on man's life of contrasting climate features of diverse land and water forms, and of various elements of location.

3 periods weekly for two semesters.
6 semester hours credit.

Geography 202. World Geography

This course aims to develop an appreciation of the global concept of geography and to create an awareness of and sympathetic understanding for man's regional problems as influenced by his physical environment and expressed in his culture.

2 periods weekly for two semesters.
4 semester hours credit.

Geography 306. Elements of Geography

A study is made of selected environmental conditions and their influence on man's activities. It gives a working knowledge of the interdependence of nations and peoples.

3 periods weekly for one semester.
3 semester hours credit.

Geography 307. Fundamentals of Economic Geography

This is an introductory course based on the distribution of the major economic resources of the earth. Location, availability, marketing, and transportation factors are discussed for a selected group of commodities.

3 periods weekly for one semester.
3 semester hours credit.

Geography 309. Geography of North America

This course gives the student an appreciation of the cultural prosperity of North America. A regional analysis of the continent is made to explain the interrelationships that exist between man's physical environment and his cultural patterns.

2 periods weekly for one and one-half semesters.
3 semester hours credit.

Geography 310. Geography of Europe

This course is a study of the physical and economic contrasts within the major political divisions of this continent. Emphasis is placed on current happenings in Europe.

3 periods weekly for one semester.
3 semester hours credit.

Geography 311. Geography of Asia

This course is a study of the physical and economic contrasts dominating the great land mass of Asia. Political divisions are examined and emphasis is placed on relationships within the continent as well as with other continental regions.

2 periods weekly for one semester.
2 semester hours credit.

Geography 312. Geography of Latin America

This course attempts to give students an understanding of existing physical and social factors that influence the economic development of Latin-American republics. A regional analysis is made of all the Latin-American lands south of the Rio Grande.

3 periods weekly for one semester.
3 semester hours credit.

Geography 405. Geography of the Southern Continents

This course makes a study of the principal geographic regions of the southern continents of South America, Africa, and Australia.

2 periods weekly for one and one-half semesters.
3 semester hours credit.

Geography 406. Economic Geography

This course deals with the distribution of the world's population. Specific problem areas are considered prior to a detailed study of the major productive occupations. Emphasis is given to aspects of fishing, forestry, agriculture, mining, and manufacturing within the framework of internation trade and transportation.

2 periods weekly for one and one-half semesters.
3 semester hours credit.

Geography 407. Geography of Eurasia

This course is designed to treat the major political and economic problem areas included within the vast continental expanse of Eurasia. The geographical background and current political happenings in regard to specific areas are discussed and studied in detail.

3 periods weekly for one semester.
3 semester hours credit.

DEPARTMENT OF EDUCATION

George F. Moody, Chairman
James T. Amsler
Adele M. Driscoll
Leo F. Hennessey
Helen J. Keily
Viola I. Munyan
V. John Rikkola

Education 102. General Psychology

This course gives a survey of psychology; its purpose is to acquaint the student with the terminology of the subject. The objective is to introduce the student to the phenomena of consciousness and behavior and to emphasize the importance of the adjustment of the individual to his social environment. It is also a foundation for the study of Educational Psychology.

3 periods weekly for one semester.
3 semester hours credit.

Education 203. Educational Psychology—Child Growth and Development

This course surveys the physical, emotional, social, intellectual, spiritual and aesthetic growth of children. Special emphasis is placed on the physiological changes and the psychological problems which the child may experience before reaching adolescence.

3 periods weekly for one semester.
3 semester hours credit.

Education 204. General Teaching Methods

The student prepares for his first experience in teaching. He studies social objectives in education; the teacher as a social being; principles of study; use and selection of textbooks; selection and organization of subject matter; lesson types; questioning; lesson and unit planning.

3 periods weekly for one semester.

3 semester hours credit.

Education 205 Principles of Logic

This course is a study of the science of correct thinking, the canons and criteria of right reasoning. Specific personal and educational problems are considered and interpreted with a view to guiding the student toward a practical application of principles of logic.

3 periods weekly for one semester.

3 semester hours credit.

Education 206. Educational Psychology—The Adolescent

This course is designed to present a comprehensive picture of the adolescent along the lines of physical, mental, emotional, spiritual, and social growth. Attention is given to the case study technique. Emphasis is placed on the problems of adolescents and their concomitant implications for teachers in secondary education.

3 periods weekly for one semester.

3 semester hours credit.

Education 301. Educational Psychology

This course presents the subject of individual differences as related to physical, mental, emotional, spiritual, and social development. It also considers principles of learning, motivation, reinforcement and guidance in learning and teaching for permanence and transfer.

2 periods weekly for one semester.

2 semester hours credit.

Education 302. Supervised Student Teaching in the Training School Elementary

The Horace Mann Training School serves as a laboratory in which students engage in the directed study of children, in teaching and in learning situations as they are encountered in a modern school. As the study progresses students participate increasingly in the activities of the school to the point at which they can undertake the duties of the room teacher. Included in this course are several hours weekly of conferences with supervisors, principal of the school, and the director of training. Such topics as school register, school bookkeeping, guidance, school laws, caring for individual differences, and the improvement of lesson planning are discussed.

One-half semester.

6 semester hours credit.

Education 324. Guidance in Business Education

This course provides an introduction to the principles and problems of educational and vocational guidance and a study of their application to individual junior and senior high school situations.

2 periods weekly for one semester.

2 semester hours credit.

Education 334. Elementary School Curriculum Materials (including Audio-Visual Aids)

This course deals with methods and techniques in the use of specific materials in six subject-matter areas of the elementary school.

Handwriting

A study is made of the types of copy used in the various grades and emphasis is placed on arranging work and writing in a straight line. Methods of teaching handwriting, conducting remedial work, and correlation are also included.

2 periods weekly for one-half semester.
1 semester hour credit.

Language Arts in the Elementary School

Study is given to the trends in the teaching of speaking, listening, and writing in the elementary school. The basic skills of oral and written composition are stressed.

2 periods weekly for one semester.
2 semester hours credit.

Mathematics

This course includes selection, grade placement, and organization of subject matter; adaptation of drill and other learning procedures to individual differences; the place of mathematics in the integrated program; collection and use of teaching materials; techniques for developing concepts and understanding of mathematical principles; testing and remedial procedures.

2 periods weekly for one semester.
2 semester hours credit.

Reading Methods and Materials

The course centers about methods and materials used in teaching elementary reading. Emphasis is placed on reading readiness, word-recognition techniques, pupil grouping and the evaluation of individual progress.

2 periods weekly for one semester.
2 semester hours credit.

Science

This course treats the following topics: a philosophy of elementary school science; general objectives of the elementary school science program; methods to be used in teaching elementary science; organizing a science program; and problems for the beginning science teacher.

2 periods weekly for one semester.
2 semester hours credit.

Social Studies

The history and geography parts of the curriculum materials course are based upon the development of major units of work. Emphasis is placed on the particular activities suitable for the teaching of these social studies at the elementary level and on the texts and materials necessary to the work.

4 periods weekly for one-half semester.
Total credits—11 semester hours.

Education 335. Tests and Measurements in Business Education

This course presents the terminology used in tests and measurements essential for the classroom teacher in business education. A study is made of elementary statistics, functions and forms of various tests and the uses of tests results.

2 periods weekly for one semester.
2 semester hours credit.

Education 336. Improvement of Reading

The purpose of the course is to present the fundamental principles and problems underlying reading difficulties. A reading program is suggested in which the various techniques of improvement are studied and evaluated.

3 periods weekly for one semester.
3 semester hours credit.

Education 337. Junior High School Curriculum Materials

This course deals with methods and techniques in the use of specific materials in the major and minor fields of concentration of students in the junior high curriculum.

English

This course considers methods for teaching the various aspects of the junior high English program: speaking, written communication, and literature. Curriculum materials and evaluative criteria for judging these materials are presented.

3 periods weekly for one semester.
3 semester hours credit.

Geography

This course acquaints the student with specific techniques and skills that he might use to teach effectively geography in the junior high school. Specific methods (textbook method, problem method, activity method) are employed in the course and students have an opportunity to analyze those respective methods for distinctive advantages and possible limitations. The course aims to be instrumental in constructing a functional list of free and inexpensive teaching aids that will prove useful in the teaching of geography.

3 periods weekly for one semester.
3 semester hours credit.

Mathematics

This course emphasizes the contributions of mathematics to the major objectives of education; specific objectives in the teaching of mathematics; organization of subject matter for teaching; techniques for developing concepts and understandings of mathematical principles; adoption of drill to individual differences, procedures for maintaining growth in mathematical judgments — including problem solving; plans for establishing effective work habits; testing; diagnostic, and remedial procedures; collection and use of teaching aids.

3 periods weekly for one semester.
3 semester hours credit.

Science

This course deals with the principles of science teaching; e.g., the philosophy of science teaching, selection and organization of materials for teaching science, and techniques of instruction in science for the junior high school. Equipment and sensory aids in science teaching are discussed.

3 periods weekly for one semester.
3 semester hours credit.

Social Science - History and Citizenship

This course deals with the following considerations: the specific function of history and citizenship education in the total program of the junior high school; current trends and patterns in the selection and organization of content; techniques of curriculum formation and revision; and analysis of widely-used procedures.

3 periods weekly for one semester.
3 semester hours credit.

Total credits—6 semester hours.

Education 339. Principles of Business Education

This course deals with a study of the origin, development and present status of business education in various types of institutions. It includes a general survey of high school business education; the contribution of business education to general education; training for various business occupations; development of courses of study in business education; and a consideration of present-day methods of instruction in business subjects.

4 periods weekly for one-half semester.
2 semester hours credit.

Education 340. Observation and Supervised Student Teaching in Training School

The upper grades of the Training School are used for demonstration and supervised teaching. Conferences are held with supervising teachers at which the following problems are discussed: organization and control; planning; techniques; testing; classroom economy; school bookkeeping; classifying; marking and promoting; school laws; and clubs.

2 periods weekly for one semester.
2 semester hours credit.

Education 401. History and Philosophy of Education

This course surveys the history and philosophy of education emphasizing the contributions made by outstanding educators of Europe and America. A study is made of the main philosophical beliefs of the founders of various educational systems.

2 periods weekly for one semester.
2 semester hours credit.

Education 402. Supervised Student Teaching in the Public Schools Elementary and Junior High

This course is a practice-teaching period which provides opportunity in the public schools for continuous supervised experience in all classroom activities under regular classroom conditions. Experience is gained in the

study of individual differences, teaching techniques, and classroom management. Supervision is given by the classroom teacher and by members of the college faculty. The students return to the college for two conference days during the eight-week period.

One-half semester.
6 semester hours credit.

Eduction 402B. Supervised Student Teaching in the Public Schools Business Education

This course is a practice-teaching period for seniors in the Business Education Department who are assigned to selected high schools for an eight-week period of observation and student teaching. They are supervised continuously by the high school business teachers and their work is periodically appraised by members of the Business Education Department instructional staff of the college. They return to the college for two conference days during the eight-week period.

One-half semester.
6 semester hours credit.

Education 425. Methods of Teaching Bookkeeping

This course deals with the techniques of instruction in the field of bookkeeping. The material includes historic background, place and scope of bookkeeping in the high school curriculum, and teaching and learning tools such as visual and auditory aids, aptitude tests, achievement tests, lesson plans and practice in test making.

2 periods weekly for one semester.
2 semester hours credit.

Education 426. Method of Teaching Geography in High School

This course surveys the geography course taught in high schools. High school texts, selection of maps, use of current material, and methods and techniques of presenting geographic material are considered.

2 periods weekly for one semester.
2 semester hours credit.

Education 428 Methods of Teaching Shorthand

This course is designed to give students a background for the use of the two most commonly accepted methods of teaching Gregg Shorthand. The course will acquaint the student with textbooks and sources of dictation-materials and give some information about prognostic tests.

2 periods weekly for one semester.
2 semester hours credit.

Education 429. Methods of Teaching Typewriting

This course deals with the fundamentals of skill-learning as applied to typewriting. Units of work include the various methods of learning the keyboard, diagnosis of common errors, remedial teaching drills, speed and accuracy drills, testing, grading, selection of typing textbooks, and the correlation of transcription in the typewriting class.

2 periods weekly for one semester.
2 semester hours credit.

Education 445. Audio-Visual Education

This course is planned to include the study of the important audio-visual aids employed in modern teaching. The nature of materials for subject enrichment, selection and evaluation in terms of units of work, and techniques of classroom use are discussed. Some attention will be given to organization and administration of an audio-visual program. Students will be given an opportunity to operate projectors and other audio-visual equipment and to acquaint themselves with sources of information on filmstrips, film and other teaching aids.

4 periods weekly for one-half semester.
2 semester hours credit.

Education 446. Professional Ethics.

This course is concerned with a study of the meaning and importance of ethics to teachers. Special emphasis is placed upon the study of the development and current use of ethical codes in the professions. Codes of ethics for teachers are given particular consideration, with application to case situations.

1 period weekly for one semester.
1 semester hour credit.

Education 451. Principles of Guidance

The course provides an introduction to the principles of guidance, and a consideration of their operation in programs of public schools.

2 periods weekly for one semester.
2 semester hours credit.

Education 458. Home Economics

This course is an introduction to home economics aimed to help the student in her personal living; to provide suggestions that she can use as a classroom teacher in the promotion of health and worthy home membership; and to give information that will be useful to her as a future home-maker. Units touch on consumer buying of foods and clothing; modern trends in home planning; and a study of basic nutritional needs and how to meet them. A limited amount of laboratory work is included.

2 periods weekly for one semester.
1 semester hour credit.

Education 459. Tests and Measurements.

This course considers the history and development of standardized tests. Emphasis is placed on the construction of teacher-made tests, their scoring and interpretation of results. Attention is given to marking and reporting pupil progress.

4 periods weekly for one-half semester.
2 semester hours credit.

Education 461. Principles and Trends in Secondary Education

This course traces the development of secondary education in the United States. It is concerned with the essential purposes of present-day secondary education; methods related to the recent developments in the curriculum area; organization and types of programs; current trends, practices and

methods of teaching in major teaching plans; diagnosis of learning difficulties; lesson plans and assignments of various types; discipline and classroom management; the evaluation of outcomes.

4 periods weekly for one-half semester.
2 semester hours credit.

Education 464 Education for Citizenship.

The purpose of this course is to stimulate active citizenship by an evaluation and appreciation of the basic concepts of our democratic way of life. It aims to help the student to select the best possible course of civic action available to him as an adult.

2 periods weekly for one and one-half semesters.
3 semester hours credit.

DEPARTMENT OF ENGLISH

Gertrude Burnham, Chairman
Mary E. Casey
Serena G. Hall
Mary M. Jones
Adele L. Younis

English 101. Literary Types and Composition

This course is designed to develop a knowledge and appreciation of the novel, drama, and poetry through wide reading and to teach students to write clear and correct English. Approximately one-third of the time is devoted to composition.

3 periods weekly for two semesters.
6 semester hours credit.

English 102. Composition and Journalism

This course will present a study of the relations of language, meaning, and logic through the analysis of the word, the sentence, the paragraph and the whole composition. There will be practice in the four methods of discourse, in writing the familiar, the factual and the interpretative essay, in reviews and critiques, and in the short story. Attention will be given to the aspects of journalism which apply to junior high publications.

3 periods weekly for two semesters.
6 semester hours credit.

English 201. The Survey of English and American Literature

This course, required of English majors, presents selected works of English literature in sequence of literary periods with particular attention to the major writer. Detailed analysis is made of the major types of writing. The social and political background of periods studied will be presented.

3 periods weekly for two semesters.
6 semester hours credit.

English 202. World Classics

This course emphasizes the contribution of the literature of the western world to our heritage. Representative works written during the great periods of literary and intellectual development are read in their entirety.

3 periods weekly for one or two semesters.
3 or 6 semester hours credit.

English 203. A Survey of English Literature

This course will present selected works of English literature in sequence of literary periods with particular attention to the major writers. Detailed analysis will be made of the major types of writing. The social and political background of periods studied will be presented.

3 periods weekly for one semester.
3 semester hours credit.

English 304. Contemporary Literature

This course is designed to develop an understanding and critical judgment of contemporary literature. Trends in the drama, fiction, poetry and non-fiction of England and America since 1914 are analyzed.

5 or 6 periods weekly for one semester.
5 or 6 semester hours credit.

English 305 Creative Writing

The aim of this course is to promote initiative in self-expression. Students are encouraged to develop original ideas, inclinations, and preferences in working out their writing problems. Individual conferences and constructive criticism are essential elements of the working procedure.

5 periods weekly for one semester.
5 semester hours credit.

English 306. A Survey of American Literature

This course offers a general survey of American literature that will serve as a basis for specialized courses. The emphasis is on major authors.

3 periods weekly for two semesters.
6 semester hours credit.

English 401. Shakespeare

(Required of English Majors)
(Elective for Elementary Students)

This course gives the student a knowledge of Shakespeare's life and work, a familiarity with typical plays of the periods of his dramatic career, and an acquaintance with the long poems. Shakespeare is studied as dramatist and poet in relation to the Elizabethan Age.

4 periods weekly for one semester.
4 semester hours credit.

English 402. Contemporary Literature

(See English 304)

3 periods weekly for one semester.
3 semester hours credit.

English 403. Junior High School Literature

This course aims to acquaint junior high school students with the wealth of literature available for children of junior high school age. It covers the history of children's literature and places considerable emphasis on contemporary books, their authors, and illustrators.

2 periods weekly for one semester.
2 semester hours credit.

English 404. Children's Literature.

This course aims to present standards for selecting literature for school children, to acquaint the student with available material, and to evaluate it in the light of established standards and present-day trends.

2 periods weekly for one semester.
2 semester hours credit.

English 405. World Classics

(See English 202)

English 406. History of English Language

This course will introduce the student to the science of the English language, covering the following major problems: the nature of language, the historical development of English, the development of the English sounds, and the basic theories affecting good usage.

2 periods weekly for one semester.
2 semester hours credit.

DEPARTMENT OF FRENCH

Richard H. Rockett, Chairman

French 301. Written and Oral Expression

This course is a review of French grammar with particular emphasis on difficult constructions. Drill in the use of idioms and the translation of texts dealing with French life and customs as well as with the geography and history of France are stressed. (Prerequisite—two years of French.)

5 periods weekly for one semester.
5 semester hours credit.

French 401. Contemporary French Theater and Novel

This course is a study of prewar and postwar tendencies with particular emphasis on plays and novels. Oral and written reports are made.

4 periods weekly for one and one-half semesters.
6 semester hours credit.

DEPARTMENT OF HANDWRITING

D. Francis Harrigan, Jr., Chairman

Handwriting 101. Fundamentals of Handwriting

This course is compulsory for all freshmen. It is designed to improve and develop personal writing ability through self analysis and directed practice. The mechanics of writing; standard letter forms, both cursive and

manuscript, are studied and practiced; and the recognized essentials of good handwriting are stressed.

1 period weekly for two semesters.
1 semester hour credit.

Handwriting 305. Blackboard Writing and Handwriting Methods

This course for Business Education juniors seeks through supervised practice to develop the ability to write good blackboard copy. A study is made of the types of copy used in business and emphasis is placed on arranging work, correlation, and the writing of good business copy.

1 period weekly for two semesters.
1 semester hour credit.

Handwriting 427. Advanced Course in Lettering and Engrossing

This course in text-lettering is planned for general classroom use, the making of resolutions and honor rolls, and use in diploma filling. Practice in the various styles of text-lettering, color, and basic illumination are included.

1 period weekly for one semester.
1 semester hour credit.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Physical Education for Women

Mira Wallace, Chairman
Helen T. Mackey

Physical Education for Men

Lawrence T. Lowrey, Chairman
James E. Twohig

Physical Education 101. (M) Activities

This course provides general gymnasium work, including corrective and remedial exercises, marching tactics, group contests, sports and games.

Physical Education 101. (M) Physiology

This course aims to stimulate students to think for themselves in matters of human function and health behavior and to present the physiological background for proper health habits.

3 periods a week for two semesters.
1 semester hour credit.

Physical Education 101. (W) Activities

This course is designed to give fundamental techniques, rules, and principles in all important phases of physical activities. Special attention is given to individual needs, as determined by physical examinations given upon admission. Individual and team games and sports, square, tap, and social dancing, and body mechanics are stressed.

Physical Education 101. (W) Physiology

This course is a study of the fundamental aspects of healthy adult living, including the factors pertaining to adult hygiene. The course aims to encourage improvement of individual health habits and their adaption to adult environment.

3 periods weekly for two semesters.
1 semester hour credit.

Physical Education 201. (M) Activities

This course is an intensification of the program of the freshman year with particular stress on major sports. Attention is directed toward those qualities which characterize the successful teacher of physical education.

Physical Education 201. (M) First Aid. Athletics in Education

The Standard Red Cross First Aid Course is studied. Those passing the course receive a certificate from the American Red Cross.

This course deals with the place of play and group games in education. It considers the need for recreational games, and methods of teaching them at the elementary and secondary level.

3 periods weekly for two semesters.
1 semester hour credit.

Physical Education 201. (W) Activities

This course aims to increase skill and achievement in the continuation of all activities. Opportunities are provided to coach, teach, and officiate at games and develop powers of leadership.

Physical Education 201. (W) First Aid, Coaching and Officiating

The Standard Red Cross First Aid Course is studied. Those passing the course receive a certificate from the American Red Cross. Techniques of coaching and officiating at team games and group activities will be presented for the upper elementary, junior and senior high school levels.

3 periods weekly for two semesters.
1 semester hour credit.

Physical Education 308 (M)

This course for men presents methods of instruction and participation in a variety of activities and games. Corrective exercises are provided when necessary.

2 periods weekly for two semesters.
1 semester hour credit.

Physical Education 308 (W)

This course for women includes the study of coaching, officiating, and participating in individual and group activities and games.

2 periods weekly for two semesters.
1 semester hour credit.

Physical Education 321. Health Education

This course includes the study of school health education materials,

activities, and teaching procedures. Emphasis is placed upon the teacher's part in the health guidance of the school child.

2 periods weekly for one-half semester.
1 semester hour credit.

Physical Education 329. (M) Theory of Physical Education Activities

This course considers the physical education program in the first nine grades. Activities are used to demonstrate the theory of physical education at the junior high level.

3 periods weekly for one semester.
1 semester hour credit.

Physical Education 329. (W) Theory of Physical Education Activities

This course provides a continuation of physical activities suitable for adults. A study is made of the program of physical education in the elementary and junior high schools. The theory of physical education as it applies to the teaching of activities appropriate for use in the elementary grades is presented.

3 periods weekly for one semester.
1 semester hour credit.

Physical Education 456. (M) Procedures in Physical Education Activities

This course deals with coaching techniques, with particular emphasis on the major sports. An attempt is made to discover and develop individual aptitudes.

2 periods weekly for one and one-half semesters.
1 semester hour credit.

Physical Education 456. (W) Procedures in Physical Education Activities

This course includes practice in the techniques of sports and in individual and group activities. Opportunities are provided for coaching and supervising team contests. Advanced First Aid is studied and certificates are awarded by the American Red Cross.

2 periods weekly for one and one-half semesters.
1 semester hour credit.

DEPARTMENT OF MATHEMATICS

Mildred B. Stone, Chairman
Michel J. Antone
Schuyler G. Slater

Mathematics 104. Introduction to Mathematics

This course includes the topics which are customarily found in General Education; the principles underlying arithmetic with special attention to the number system, measurement, ratio, and variation; ways of expressing functional relationships; operations of algebra growing out of equations and formulas; logarithm slide rule; geometry of shape, size, and position in-

cluding indirect measurement; principles underlying trigonometry; interpretation of statistical data.

3 periods weekly for one or two semesters.
3 or 6 semester hours credit.
2 periods weekly for two semesters.
4 semester hours credit.

Mathematics 205. College Algebra

This course is designed to give technical competence in the fundamental operations of algebra, to develop a degree of mastery in the solution of equations, to introduce new concepts in progressions, complex numbers, and to strengthen skills in problem solving. This course will provide the necessary background for further work in the field of mathematics.

3 periods weekly for two semesters.
6 semester hours credit.

Mathematics 304. Trigonometry and Analytic Geometry

This course includes the functions of angles, the solution of right and of oblique triangles, general formulas and logarithms, the study of Cartesian co-ordinates, straight line, circle, parabola, ellipse, hyperbola, polar co-ordinates, transformation of co-ordinates, tangents, and normals.

2 periods weekly for two semesters.
4 semester hours credit.

Mathematics 305. Social-economic Mathematics

This course is planned to acquaint students of elementary education with the background of mathematics of the upper grades. Topics include areas of social-economic arithmetic such as banking, insurance, taxation; the intuitive geometry of shape, size and position; introduction to algebra, e.g., the meaning of algebra as a language for expressing relationships, the use of formulas, the solution of simple linear equations.

2 periods weekly for one semester.
2 semester hours credit.

Mathematics 403. Calculus

This course deals with the meaning of derivatives; the value and development of formulas and their application to problems involving slopes, rates, and velocities; and the meaning and use of integration.

2 periods weekly for two semesters.
4 semester hours credit.

DEPARTMENT OF MUSIC

Timothy F. Clifford, Chairman

Music 101. Music Experiences

This course is concerned with the skills necessary for guiding musical development in the elementary school. Attention is given to singing, playing instruments, listening, creating music and other activities designed to effect an increase in knowledge of classroom music.

2 periods weekly for one semester.
2 semester hours credit.

Music 330. Elementary School Music

This course presents the theory and practice of school music teaching. Lectures, demonstrations, and practice teaching in the classroom and in the training school are planned to develop security in guiding a five-fold music program.

4 periods weekly for one-half semester.
2 semester hours credit.

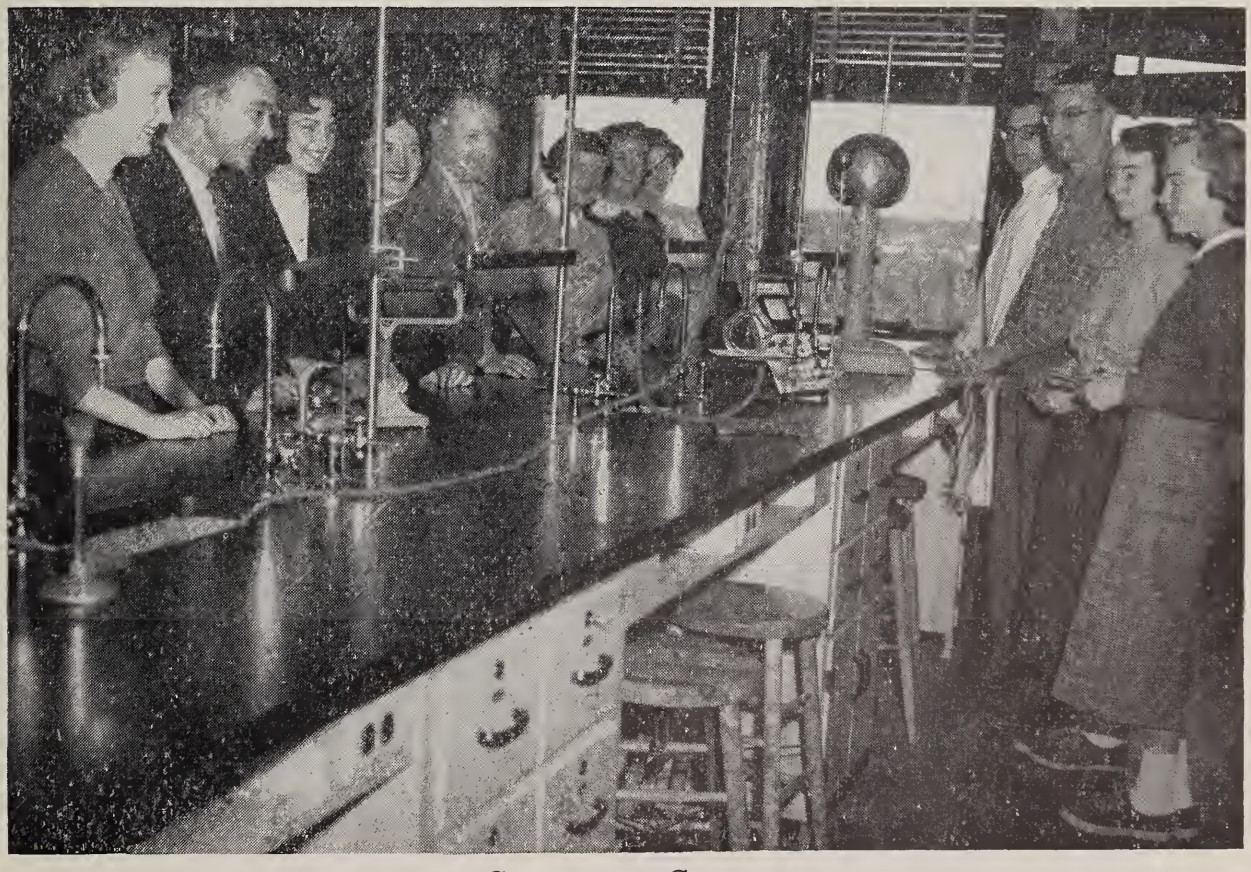
Music 401. Human Values in Music

This course includes the following topics: aesthetics of music, the relationship of music to the other arts, and familiarity with masterpieces representing the major periods of music history. Listening skill based on this knowledge is sought through recordings, radio and television performances, and concert attendance.

3 periods weekly for one semester.
3 semester hours credit.

DEPARTMENT OF SCIENCE

James B. Sullivan, Chairman
Earle S. Collins
J. Clifford Geer
Thomas I. Ryan
Schuyler G. Slater



Chemistry Class

Science 101. Biological Science

This course emphasizes basic biological principles common to all types of living things. These principles are illustrated by the study of the anatomy and physiology of certain examples selected from the major phyla of both the plant and animal kingdoms. Special attention is given to the study of the human organism. Some attention is given to the principles exemplified in special fields of biology such as bacteriology and genetics.

4 periods weekly for two semesters.
6 semester hours credit.

Science 102. Physical Science

This course is designed to fit the needs of students who studied relatively little science in secondary schools. Some attention is given to the applications of science to industry and commerce, as well as to the avocational values of science study. Instruction is enriched with demonstrations, audio-visual aids, and field trips.

2 periods weekly for two semesters.
4 semester hours credit.

Science 201. Physical Science

This course provides a study of the broad field of the physical sciences touching those phases of chemistry, astronomy, and physics which have definite cultural values. Lecture-demonstrations and audio-visual aids are liberally employed.

2 periods weekly for two semesters.
4 semester hours credit.

Science 202. Nature Study

This course provides information about trees, flowers, migration, hibernation, aquaria, bird identification, butterflies and moths. Where possible direct contact with the materials being studied is provided through field trips and class demonstrations. Correct habits are established for self-study in the field.

2 periods weekly for one semester.
2 semester hours credit.

Science 305. Problems and Experiences in the Physical Sciences

This course is primarily concerned with getting students ready for a creditable performance in science-teaching in the training school; it is also a foundation for later professional work in the classroom. There is ample opportunity for amplification of background, setting up apparatus, giving demonstrations, and becoming familiar with audio-visual equipment.

3 periods weekly for one semester.
3 semester hours credit.

Science 306 General Chemistry.

This course provides a survey of the field of inorganic chemistry, comprising a study of the fundamental principles of chemistry and their practical application.

4 periods weekly for two semesters.
6 semester hours credit.

Science 307. Astronomy

This course provides an examination of the principal bodies of the solar system, of the stellar universe, and the fundamental theories concerning them.

2 periods weekly for one semester.
2 semester hours credit.

Science 401. Economic Biology

This course surveys the plant and animal world with emphasis on those findings of biological science which influence human existence, such as those which deal with food problems, health, disease, and heredity. Opportunity is given for research on important aspects of biological science which are of practical value.

2 periods weekly for one and one-half semesters.
3 semester hours credit.

Science 403. Advanced Physical Science

This course is designed for students who wish to continue the study of background material for the teaching of science in the elementary school. Laboratory work, pertinent outside reading, and several field trips are part of this course.

2 periods weekly for one and one-half semester.
3 semester hours credit.

Science 404. General Physics

This course presents the fundamental principles of the mechanics of solids, liquids, and gases, wave motion and radiation, sound, heat, light, magnetism, and electricity.

4 periods weekly for one and one-half semesters.
6 semester hours credit.

Science 405. Genetics

This course deals with the fundamental principles of heredity and variation as they have been developed through the study of plants and animals.

3 periods weekly for one semester.
3 semester hours credit.

Biology Class

DEPARTMENT OF SOCIAL SCIENCE

Edna M. McGlynn, Chairman
Margaret W. Dower
James P. Jones
Charles F. Kiefer
Marion S. Marshall
Minor H. McLain
Joseph M. Piemonte

History 101. World History

This course aims to present a clear, concise narrative of the history of civilization from ancient times to the present, stressing and interpreting social, cultural, economic, and political development.

2 or 3 periods for two semesters.
4 or 6 semester hours credit.

History 201. United States History

This course traces the growth of this nation from its humble origin in scattered settlements along the Atlantic seaboard and in the American Southwest to its emergence as the great world power of today. Attention is given to the forces and personalities that have molded American culture and stress is placed upon the development of an intelligent understanding of present-day United States.

3 periods weekly for one semester.
3 semester hours credit.
2 periods weekly for one semester.
2 semester hours credit. (Business)

History 202. United States Constitutional Government

This course is primarily concerned with American political institutions on the national level though not to the exclusion of state and local levels. The Federal Constitution—its origin, content, and interpretation; the structure and functions of government; the enduring principles, the persistent trends and the conflict of interests are dealt with on the national level. The origin and content of the Constitution of the Commonwealth of Massachusetts and the structure and functions of state and local governmental agencies are also studied.

3 periods weekly for one semester.
3 semester hours credit.
2 periods weekly for one semester.
2 semester hours credit. (Business)

History 203. World History

(See History 101)

History 204. History of the Near East

This course surveys the history of the Near East from ancient times to the present, placing the primary emphasis upon ancient Egypt, Mesopotamia, and Palestine. It also gives attention to Persia, Greece, and Rome, insofar as the history of those countries is integrated with that of the Near East.

3 periods weekly for one semester.
3 semester hours credit.

History 205. History of the Far East

This course surveys the history of Eastern Asia from ancient times to the present, with the primary emphasis upon the history of China, since 1912. Attention is also directed to recent developments in Korea, Japan, Southeast Asia and India.

3 periods weekly for one semester.
3 semester hours credit.

History 301. International Affairs

This course makes a study of the present problems and policies of major European and Asiatic nations and their effect on other nations. The ideologies of communism, fascism, socialism, nationalism, imperialism, and internationalism are analyzed. Research papers are required.

3 periods weekly for one semester.
3 semester hours credit.

History 302. Problems in American History

This course deals with American social, political and economic problems, approached primarily through contemporary writings—letters, diaries, autobiographies, newspapers, and official documents. Attention is given to the circumstances out of which the problems arose, and to the conflicting and contrasting points of view concerning the issues and proposals, past and present, for alleviation or elimination.

3 or 5 periods weekly for one semester.
3 or 5 semester hours credit.

History 303. United States History
(See History 201)

History 304. United States Constitutional Government
(See History 202)

History 401 International Affairs
(See History 301)

Economics 401. Principles and Problems of Economics

This course is a study of the structure of the United States' capitalistic system as it functions in current economic situations. The topics discussed are analysis of national income; the price mechanism, competitive and monopolistic forms; currency, credit, and banking; labor unions; and the distribution of income among the factors of production. Newspapers and current materials are used for illustrative purposes.

3 periods weekly for one semester.
3 semester hours credit.

Sociology 301. Principles and Problems of Sociology

The student considers modern man and his culture, analyzing relationship between present-day culture and heredity, environment, race, and population. To understand better the nature of man and his culture, the student examines basic facts concerning prehistoric and primitive man. Present social problems are considered throughout the course to enable the student to see practical applications of sociological principles. Research papers are required.

2 periods weekly for one and one half semesters.
3 semester hours credit.

Sociology 401. Principles and Problems of Sociology
(See Sociology 301)

DEPARTMENT OF SPEECH

Lillian M. Hoff, Chairman
Marion S. Marshall
Richard H. Rockett

Speech 101. Fundamentals of Speech

This course is planned to develop greater efficiency in oral expression by the elimination of common speech errors and undesirable mannerisms. The course will acquaint the student with mechanics of correct speech and will attempt to eliminate defects in voice and posture.

1 period weekly for two semesters.
1 semester hour credit.

Speech 202. Parliamentary Law

This course is designed to familiarize students with all motions commonly used in a deliberative assembly, to afford them an opportunity to exem-

plify these motions in the classroom, and to prepare them for active participation in meetings during college life and thereafter.

1 period weekly for two semesters.
1 semester hour credit.

Speech 302. Speech Construction and Delivery

This course is planned to provide practical training in the preparation and delivery of various types of speeches; to teach platform courtesy and procedures; to give facility in discussion and in the organization and presentation of classroom materials; and to develop in the student the ability to speak easily, confidently, and forcefully.

1 period weekly for two semesters.
1 semester hour credit.

Speech 401. Dramatics, Debating, and Platform Oratory

This course is concerned with the oral interpretation of literature, dramatics in school programs, platform work, methods of debate, and simple techniques of interviewing. The course aims to help student teachers in the techniques of teaching speech to children.

1 period weekly for one semester.
1 semester hour credit.

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